

CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter reviews previous research on Teaching English at Vocational School, as well as, academic library use problems that are related to this subject. The purpose of this review is to link between the library English teaching theory and the main exploratory objective of the study. The chapter introduces the reader to a brief explanation of Teaching English at a vocational school and teaching strategies that can be used. The chapter also shows the problem of English teaching area that discusses measures and solutions of this construct.

2.1 Teaching English at Vocational School

Teaching is "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (Brown,2007:8). Teaching English as a foreign language is difficult and it is different from Bahasa as Indonesian's mother language. Teaching English as a foreign language is not simply about teaching a new language, but also the new environment, the way of thinking, feeling and acting.

Vocational school and senior high school are teaching English as foreign language. Moreover, there are several differences between teaching English in vocational school and teaching English in senior high school. Teaching Strategy should be adjusted with Program Study. English Teacher provides material and information about technical terms related with the specific Departments, in this research, it should be related to Hospitality Department.

In addition, in vocational school, the concentration of Department is more important rather than public high school, because vocational school is expected to be professional and apply their skill properly to compete in workplace. Furthermore, there are several departments that require English Language Skill and will be used immediately in their work practice. In this matter, students need to master English skill to compete on workplaces. These situations are different from public high school, where students learn about theory and philosophy that rarely used outside the class.

2.2 Teaching Strategy

As explained above, teaching strategy is an important part of a teaching-learning process. According to Brown, teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. According to Iskandar & Dadang (2013:8), teaching is an effort to create teaching-learning environment for students so the purpose of teaching can be achieved optimally, not simply presenting knowledge to the student.

Here are several definitions about teaching according to experts. Strategy according to Majid (2013:10) is a plan of operation achieving something. Furthermore, Slameto is also explaining that strategy is a plan that incorporates available resource and medium to improve the effectiveness and efficiency of learning teaching process. In conclusion, the strategy is planning process to achieve teaching learning goals using the available resource and medium (Riyanto, 2010:131). Majid also explains that teaching strategy is plan of action

(flow of activity) including incorporating a specific method to achieve teaching learning goals (2013:7). On other hands, teaching strategy is important to monitor teacher expectation and gain the positive reaction from students with low abilities (Santrock, 2011:454). According these explanations, it can be concluded that teaching strategy is a set of a plan of action designed by a teacher before teaching-learning process using an available resource and medium to control student' learning activity to achieve a specific goal. Therefore, according to those explanations, a teacher should be able to understand and comprehend proper strategy and apply according to the situation on class.

2.3 Kinds of Teaching Strategy

Based on the explanation above, teaching strategy is important in the teaching-learning process to achieve the learning goal. Using teaching strategy, the teacher will be able to implement the teaching process; some of the teaching strategies can be the alternative to making the learner take initiative in the teaching process. There are many kinds of teaching strategies from several experts. The researcher collects several references about teaching strategies. The researcher comes to one idea from several experts, Sanjaya and Majid, which were: expository teaching strategy, interactive teaching strategy, inquiry teaching strategy, and cooperative teaching strategy.

2.3.1 Expository Teaching Strategy

Expository teaching strategy is also called direct teaching strategy (Maheshwari, 2015:1). In this strategy, teacher as the the learning center in teaching and learning process. Majid states that the expository strategy is a strategy that focuses on a teacher as a center of teaching learning process (2013: 73). In addition, Sanjaya (2006:179) also explains which is the process of verbal material delivery to students with the intention that students could master the subject matter effectively.

According to Majid (2013:76) here are the steps of the implementation of the expository teaching strategy or direct teaching strategy: 1) the teacher presents the material, 2) the teacher demonstrates knowledge and skills through practices, 3) the teacher guides the training, 4) the teacher checks understanding and provides feedback, 5) the teacher provides opportunities for further practice and application of concepts.

In addition, Maheshwari also added that “The teacher is in control of presenting the subject matter and directs the students through the lesson” (2015:1) While teacher explains material in form of explanation and oral presentation or so-called lecture. In expository strategy, information is transferring through textbooks, audiovisual materials, or teacher’s personal experiences.

2.3.2 Inquiry Teaching Strategy

Inquiry teaching strategy is a strategy that focuses on student activity for research. However, Inquiry teaching strategy is also called indirect teaching strategy (Majid,2013:79). In addition, there are several characteristics of inquiry

teaching strategy according to Majid, those are: (1) inquiry teaching strategy is focusing on students' activity to research and elaborate finding. Students are not only having a role as a passive receiver but also have an active role to find out the main point of the lecture. (2) students are leaded to find and search for the answer to a specific problem. In this matter, the teacher is having the role as facilitator and motivator. (3) improving students ability to systematic and logic thinking (2012:222).

The steps of inquiry teaching strategy according to Sanjaya (2006:201), as follows:

1) Orientation

In this step the teacher conditions the students to be ready in the learning process. In contrast to the expository learning strategy, in this step the teacher stimulates students and invites students to think solving problems.

2) Formulating Problems

Formulating problems is a step in bringing students to a puzzle-filled problem. The issues studied are challenging and students are encouraged to find the right answers. Some things that should be noticed, namely:

- The problem should be formulated by the students themselves.
- The issues in the study are those that raise the puzzle for which the answer is certain.
- The concepts in the problem are the concepts that have been in advance by the students.

3) Formulating Hypothesis

Hypothesis is a temporary answer to a problem being studied. As a temporary answer, the hypothesis needs to be verified.

4) Collecting data

At this stage is a very important process in intellectual development. Not only requires a strong motivation but also requires perseverance and students' thinking skills. Collecting data is the activity of capturing the information needed to propose the proposed hypothesis.

5) Testing Hypothesis

Testing the hypothesis is the process of determining the answer that is deemed accepted as the data or information obtained based on data collection.

6) Formulating Conclusions

Formulating the conclusions is the process of describing the findings obtained based on the results of hypothesis testing. Formulating conclusions is the teacher's main goal in the learning process. To reach an accurate conclusion teacher should be able to show students what data is relevant.

2.3.3 Interactive Teaching Strategy

Interactive teaching strategy is about discussion and knowledge sharing among students and teacher, students and learning sources (Majid, 2013:83). Majid also added that this strategy, there are class discussion without a group or small discussion group and working together (Majid, 2013:83).

In this strategy, teacher providing material, where the teacher could create interactive and educative atmosphere through information exchange with the

student to achieve teaching learning goal (Majid, 2013:83). Here, teacher acts as a facilitator, mediator, and mentor, then students are the center of teaching learning process. The students are expected to actively gain knowledge by developing their own question based on learning topic. Majid (2013: 84) also explains that this lesson is designed to make the learning environment centered on students to actively build their knowledge through investigation of their own questions. In this case students are given freedom and opportunity to engage their curiosity by making investigation about the topics to be studied, then analysis their own questions. Nevertheless, there are things that must be observed by teachers in implementing this strategy, such as differences in the intellectual ability of students in each group. Majid (2013:87) explains that the teacher needs to understand the existence of differences in students' intelegency in each group. Students who are less intelligent need to be inserted into group with students who are intelligent to ensure that students are more creative, and directly involved with high motivation in cooperation with their friends. Majid (2013:87) added that in the teaching process, the processes of acquiring knowledge are more important than the result.

According to the statements of Majid above, it can be concluded that the main role of teacher in interactive teaching strategy is to create educative environment and to help students focus in the learning process rather than the result.

The steps for an interactive teaching strategy according to Majid (2013:87) are as follows:

1) Preparation

The teacher collects the resources that will be used in learning activities. Such as any media that will be in use in learning activity.

2) Before view

The teacher explores and recognizes the students' initial knowledge. This knowledge can be extracted by presenting a topic-related issue, then asking students' opinions on the issue. Initial knowledge can be a benchmark to compare with their knowledge after performing activities.

3) Exploratory

This activity is done to provoke students' curiosity. The students are encouraged to ask questions related to the topic. Activities undertaken to elicit students' curiosity could be in the form of demonstrations, questions, or displaying phenomena through pictures or videos. Then the students are asked to tell and explain their opinions.

4) Students' question

At this step, each student writes some questions about the subject. Each student may find difficulty in writing question or expressing their curiosity, therefore, teacher should motivate and encourage the students to express their opinion regarding the subjects.

5) Investigation

In this stage, there will be interaction between students with teacher, students with students, and students with media. Students are given the opportunity to discover concepts through the collection, organizing, and analyzing

data that the teacher has designed. Meanwhile, the teacher helps find the answers they ask. Then the students do investigation through group discussion.

6) After views

The students read out their results and the teacher directs the students for a discussion. Students' answers are collected and compared with prior knowledge before the students conduct an investigation.

7) Reflection

The students are stimulated to express their opinions on what is gained after the learning process. At the stage students re-think what they learned, then put it into a new knowledge structure. In addition, the students are also given the opportunity to ask a follow-up question if something is not understood. Also, the teacher reinforces and straightens things that are still wrong.

2.3.4 Cooperative Teaching Strategy

Cooperative teaching strategy is teaching strategy that divides students into group. This group is heterogeneous, as explained by Sanjaya (2006:242) this strategy is using grouping system, consisting four to six people that have a different academic capability, gender, races, and background. Evaluation systems for the specific group are in form of reward on the whole team. This way, each student has responsibility to help each other to achieve team goals.

Sanjaya (2006: 243) also explains two main aspects of cooperative learning. Firstly, cooperative task contains cooperation among team members and their way to solve group task. Secondly, cooperative incentive structure improving students' motivation. Cooperative incentive structures are deemed unique because

each member of team works hard and motivates each other to achieve the team goals.

In according to team works, each student are responsible for the result of any group activity. Cooperative task or group activity are also encourage each student to socialize with each other. As explained by Majid (2013: 177) socializing each other is required for learning activity. a team or group would not be able to function effectively if one of the member are not capable to socialize and coordinating each other.

There are five kinds of cooperative teaching strategy according to Majid (2013:181), which are: jigsaw, students team achievement division (STAD), investigation group, think-pair-share, and numberel heads together. Each kind of cooperative teaching strategy is described as follow:

1. Jigsaw

Jigsaw is in which each student has bigger responsibility in class to achieve the learning goals. Moreover, in this cooperative teaching strategy, students are required to cooperate with another student to achieve the learning goals. Lie (in Majid: 2013, 182) states this learning model requires group that consists of four to six heterogeneous students. Students in the group should work each other, have individual responsibility, as well as work independently for their team goals. According to Stephen et al (Majid: 2013, 183), there are eight steps of jigsaw model:

1. The students are dividing into group and each group consists of 4-5 students.

2. Each student gets the different material.
3. Each student gets the task according to their specific material.
4. Then, students that have same sub material will gather and discuss the sub material.
5. After that, they are back to their respective group and teach other members about the sub material.
6. Each team presents the discussion's result.
7. The teacher evaluates both of team and individual.
8. Closing.

2. Student Team Achievement Division (STAD)

STAD is the simplest cooperative learning strategy. Similar to the previous strategy, each group consists of heterogeneous members who have different academic capability.

The steps of STAD learning according to Riyanto (2010:268) are as follows:

1. The teacher creates some groups consisting four heterogeneous members.
2. The teacher presents the material.
3. The teacher provides the task for each member of group. Then, each member will represent the material into other member.
4. The teacher gives the quizzes to all students. A student who is pointed by the teacher should answer the quiz without any help of other team members.
5. The teacher evaluates the process.
6. Teacher provides conclusion of today's lesson.

3. Investigation Group

Investigation group is a cooperative strategy that uses investigation method on specific topic. Majid (2010:189) explains that the students are involved into the planning phase, in either choosing topic or the process of their investigation. This model emphasizes students' participation and activities in learning and solving problem.

According to Majid (2010:189), teacher divides the class into several groups and each group consists five or six heterogeneous students. Another consideration for creating a group is their friendship or students' interest in specific topic. Then, students are allowed to choosing topic to investigate and perform investigation thoroughly into the topic. After that, the students will present the result in front of the class.

4. Think-Pair-Share

This strategy is used to check the students' comprehension. According to Majid (2013:191), TPS Model provides time for the students to think, response, and help each other. Majid also states that teacher will explain the material after students finish learning their task. After that, the teacher will ask the students to think thoroughly about the material.

The steps of TPS according to Riyanto (2009:275) are as follows:

1. The teacher presents the material.
2. The students are asked to learn about the topic, material, and problem individually.
3. Then, students will pair with another student to discuss the material.

4. The teacher leads the discussion about the material, and then each group will provide the insight about the material and share with the whole class.
5. The teacher should lead the students to dig deeper into the problem, solution, and material, then provide more information about that.
6. The teacher provides the conclusion.
7. Closing.

5. Numberel Heads Together

According to Majid (2010:192), the students involved in exploring material and checking their comprehension about specific topic.

There are five steps of Numberel Heads Together according Riyanto (2009:273):

1. The students are divided into several groups and each member of group has specific number.
2. The students are given the task according to their number respectively. For example: the student who has number 1 will write the question, the student number 2 will write the answer, then the student number 3 will present the answer, and so on.
3. If required, the teacher can ask the students to work together in group. The student with same number can form a group and help each other to finish the task.
4. Each group reports the result of discussion and responses from other groups.
5. Conclusion.

2.4 Problems in Applying Teaching Strategy

In implementing learning strategies, the teacher may face some problems during teaching and learning process. Klein (in Ismariyanti: 2007) states that problem is a situation in which a person is motivated to reach a goal, but some obstacles block the attainment of the goals.

Those problems in applying teaching strategies are explained as follows:

2.4.1 Expository Teaching Strategy

As explained before, expository teaching strategy is having the teacher as a center in teaching learning process in the class and the students receiving the presentation. However, in practice, the teacher may face some problems such as according to Sabri (2006:11)) and Maheshwari (2013, p.1):

- The informations that are received by the students are not optimal because they only listen and take a note but do not comprehend the information.
- The teacher believes that the explanation is easily understood by the students. Sometimes, the students are discovering information on their own. They can get distracted and confused by unnecessary information and have difficulty determining what is important.
- Not every teacher is capable of creating conducive class and improving students' interaction. If the teacher is not ready, confident, and enthusiastically, then the students will be passive in teaching learning process

2.4.2 Inquiry Teaching Strategy

In inquiry strategy, the students actively use their intellectual capability to participate in the class. However, inquiry teaching strategy also has some problems according to Sanjaya (2006:208) such as:

- It is difficult for the teacher to control students' activities and achievements.
- The teacher requires a lot of time to implement this teaching strategy, while the teacher has limited time to provide teaching learning process.
- A learning process is determined by students' capability to comprehend the materials. Therefore, this strategy might be really difficult to be implemented by the teacher.

2.4.3 Interactive Teaching Strategy

Interactive teaching strategy may encounter a problem if the discussion between the teacher and the students are going out of control. Students' questions might be various and out of topic (Majid, 2013:83). Therefore, teacher might have trouble in straightening the topic. Discussion between students might lead into anything, and might have difficulties in concentrating on a specific topic and discussing anything else (Majid, 2013:85).

2.4.4 Cooperative Teaching Strategy

Cooperative teaching strategy focuses on separating students into groups to enhance, comprehensive and maximize the responsibility, and cooperate in group work. However, there are several problems with this kind of strategy according to Sanjaya (2006:250) and Shindler (2009):

- It is difficult for the teacher to make sure that groups are discussing the academic content rather than something else.
- In groups of mixed-ability, low-achieving students become passive and do not focus on the task.
- It is possible that students will have conflict with other members. Therefore, the teacher needs conflict resolution skills.
- The teacher evaluates groups' performance by considering individual evaluation because it is important in group work.

2.5 Solutions to the Problems in Applying Teaching Strategy

In order to gain successful teaching and learning process, the teacher needs the specific way to solve the problem in implementing the strategy in the class. The teacher should be able to manage the students and improve the students' English skill.

There are some steps to overcome the problems:

2.5.1 Expository Teaching Strategy

There are several solutions in expository teaching strategy faced by the teacher in teaching and learning process according to Sabri(2005:11) and Sanajya (2006:190) as follows:

- The teacher should be able to control and manage the learning material. Thus, the teacher will know how far students comprehend to recover the knowledge from the material.
- Using media for learning process, such as book, picture, graphic LCD, and other media

- The teacher provides several opportunities for the students to ask any questions related to the materials.

2.5.2 Inquiry Teaching Strategy

The teacher designs the learning environment as good as possible. In teaching learning process, the students will do observation, investigation, explanation of phenomenon according to the data, and creating hypothesis. It is obvious that teacher's monitoring is a must, but intervention on students' activities should be reduced (Majid, 2013:82).

2.5.3 Interactive Teaching Strategy

The teacher should be smart and responsive in answering students' questions also teacher has to limit the questions (Majid, 2013:85). Moreover, the teacher should be monitoring each group and creating educative environment in teaching learning process.

2.5.4 Cooperative Teaching Strategy

The teacher provides some preparations, instructions and leads the students on how to work as a team in implementing this strategy to ensure that to succeed in teaching and learning process (Gillies & Boyle, 2010:938). On the other hands, the teacher monitors the students during teaching and learning process. Moreover, the teacher should monitor learning group and intervening when is needed to improve the task work or teamwork (Gillies et al, 2008:29).